

**Quality of Education:** Curriculum is planned and sequenced so that new **knowledge** and **skills** build on what has been taught before and towards its clearly defined end points.

<b>SUBJECT: Creative Media</b>		<b>CURRICULUM PROGRESSION PATHWAYS</b>		<b>CL: Mr J. Colebrook</b>	
KS3 (Level 1)	KS4 (Level 2)	KS5 (Level 3)	Further Education and training	Careers	
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Subject not taught at KS3.	<p><b>Year 9:</b> <b>R081</b> Knowledge: Students are introduced to the different types of pre-production document and what they are used for. They also develop knowledge of demographics, file types and limitations, health and safety practices, media workflows, legislation and specific terminology.</p> <p>Skills: Students develop the skills to be able to create and evaluate pre-production documents. They also practice skills in conducting research and compiling work plans.</p> <p><b>R091</b> Knowledge: Task 1 specifically focuses on acquiring knowledge of gaming platforms, gameplay mechanics and genres. In Task 3 the student's previous knowledge of legislation and gameplay mechanics is applied to their own ideas.</p>	<p><b>Year 12:</b> <b>Unit 1:</b> Knowledge: This unit is based on media theory and the understanding of how to apply these to media texts. Whilst students will have encountered demographics previously, they now have to use theories such as reception theory to analyse audiences in greater depth.</p> <p>They will also develop their knowledge of both visual language and genre, which were introduced at KS4 but are now explored in more detail.</p> <p>Skills: Whilst there was an element of analysis at KS4, the focus at KS5 and particularly for this unit, is on close textual analysis and students learn the skills needed to apply their newly found knowledge of media theories to both seen and unseen texts.</p>	<p>The majority of students will enter higher education. In the games industry this is essential as over 95% of those entering the sector are graduates. This is because of the specialist knowledge and training needed that the industry is not set up to provide in actual work placements.</p> <p>In moving video sectors however (advertising, film and television) some students may enter higher education but a lot do go on to be runners or take on low paid internships.</p> <p>Some students combine talents in</p>	<p>There is a wide array of careers open to students completing courses in Creative Media. These include jobs across the creative industries, including:</p> <ul style="list-style-type: none"> <li>• Producer</li> <li>• Director</li> <li>• Production Designer</li> <li>• Editor</li> <li>• Camera Operator</li> <li>• Art Director</li> <li>• Games Designer</li> <li>• Level Editor</li> <li>• Licensing Manager</li> <li>• Advertising Executive</li> <li>• Events Manager</li> <li>• Marketing</li> </ul>	

Core knowledge and skills mapped across the curriculum

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	<p><b>Skills:</b> In acquiring the knowledge for Task 1 students practice the skills of research, including citing sources correctly. In Task 2 students begin to practice the skills of analysing target audience, interpreting a client brief and creating pre-production documents. For Task 3 the students must develop their own idea, using skills in creating visualization diagrams to realise this.</p> <p><b>Year 10: R082</b></p> <p><b>Knowledge:</b> This unit requires students to gain knowledge of the types and purposes of digital graphics. They will write about this in Task1 and then apply this knowledge in Tasks 2 &amp; 3 when devising and creating their own. This will be accompanied by them again revisiting knowledge of legislation, as well as further developing their understanding of suitable file types, resolutions and how these can be applied to the final stages of a digital graphic pipeline.</p> <p><b>Skills:</b> The main focus for this unit is</p>	<p><b>Unit 8:</b> <b>Knowledge:</b> This unit introduces students to the stages of a commission and the appropriate formats and content for each one. The rationale will build on previous knowledge of demographics, whilst the treatment will utilize their previous knowledge of pre-production documents such as storyboards. They are introduced to more technical knowledge for the proposal.</p> <p><b>Skills:</b> As this is a timed assessment the students will hone their ability to creatively respond to a brief with appropriate suggestions. Whilst this was a skill at KS4, the level of detail and tighter time periods make this a skill they need to develop.</p> <p><b>Year 13: Unit 4:</b> <b>Knowledge:</b> There is a large element of pre-production at KS4, but for this unit the students are expected</p>	<p>media and art to go on to study graphic design and other related areas.</p>	<p>Manager</p> <ul style="list-style-type: none"> <li>• Media Planner</li> <li>• Photographer</li> <li>• Production Manager</li> </ul> <p>There is a wealth of transferable skill taught in these courses so students may not go directly into the media industry. Many large corporations have communications sectors and these students are well suited in roles where media literacy and communication and production skills are essential.</p>
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	<p>introducing students to Photoshop. This is a new technical skill which introduces the use of basic and advanced tools. More familiar skills from the previous units will be called upon, including interpreting a client brief, analysing a target audience, devising work plans and creating visualisations.</p> <p><b>Year 11: R089/R090</b> Knowledge: This unit (particularly Task 1) introduces students to framing, composition and shot type. Although they have knowledge of workflow, they will be shown in this unit the differences for digital video/photography projects. Although they have a good knowledge of pre-production documents, they will have to apply this to produce risk assessments, equipment lists for both units and storyboards and scripts for just R089. Similarly their knowledge of file types is also developed in Task 3 as they move on to handling video and image formats in a different scenario.</p>	<p>to develop this to professional standards. This requires a more detailed understanding of the principles behind pre-production and also the correct forms and functions of a broader range of documents. There is also more in-depth knowledge required of the legislation around specific media.</p> <p>Skills: This unit has the most connection with the KS4 course. Here the student's skill in producing pre-production documents and following professional practices and workflows will extend their skills from the previous course.</p> <p><b>Unit 10/13:</b> Knowledge: Students develop their previous learning from both Unit 1 and the KS4 course, developing greater knowledge of either the practical elements of filming or games design. This includes use</p>		
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	<p>They will also be introduced to further areas of legislation which pertain specifically to these new areas.</p> <p>Skills: There is some more building on skills from past units including interpreting a client brief, analysing a target audience and devising work plans. Skills with digital cameras will be introduced across both units. Students choosing R089 will also learn non-linear editing software, specifically cuts, transitions, synching audio and visual, motion graphics and export settings.</p>	<p>of lenses and lighting, as well as advanced use of mechanics and progression systems within games.</p> <p>Skills: Perhaps the steepest curve within the course, students are introduced to new software (Unreal engine and DaVinci Resolve) and have to master the tools and techniques to create polished final projects. There will have been some use of non-linear editing software in KS4 and during Unit 1, but this would have only been with basic tools.</p>		
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